

Student Learning Outcomes Sections of 2009 Program Review

American Sign Language
ADMIN Justice
ART
Auto
AutoCollisionRepair
Basic Skills -English
Biology
Business Information Systems
Chinese
Communications
Counseling
Court Reporting
Credit ESL
Dance
Dental
Distance Ed
Drama
Early Childhood Education
Emergency Medical Tech
Engineering
Environmental Landscaping
Environmental Science
FilmVideo

French
Italian
Japanese
Journalism
Library
Machine Metals Tech
Math
Medical Assisting
Modern Languages
MultiMedia Studies
Music
Natural History
Noncredit ESL
Nursing
PE/Health/Athletics
Social Sciences
Spanish
Speech
Work Experience

Student Learning Outcomes

American-Sign-Language-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

Every semester

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

No

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Invention of rubrics

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Assess SLOs

Student Learning Outcomes

Administration-of-Justice-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

A.S. Degree and Certificate in Administration of Justice awarded for completing all degree requirements in the AJ program.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

1. All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data a information. Students collect, analyze and report on dataÃ?all fundamental skill in the public safety sector. That reseach and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinion,s and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data a information. Students collect, analyze and report on dataâ?all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

ii. Scientific and Quantitative Reasoning

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data a information. Students collect, analyze and report on dataâ??all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

iii. Critical Thinking

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data a information. Students collect, analyze and report on dataâ??all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

iv. Problem Solving

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data a information. Students collect, analyze and report on dataâ??all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

v. Information Literacy

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data a information. Students collect, analyze and report on dataâ??all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy**III. Course Level Outcomes:**

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

ART-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We currently offer an A.A. degree in Art and an A.S. degree in Design, Applied, occupational.

Also offered is an A.S. in Interior Design.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students receiving AA, AS degrees will be prepared to transfer to any articulated institution with full competency in the discipline of choice, as well as sufficient workforce preparation to work at entry level jobs in visual arts disciplines. Our program is well known in the bayArea for its strengths in traditional core background subjects considered essential to success in higher-tech job opportunities.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are trained in specific writing tasks for different discipline purposes-Art History, Art Criticism.

Critiques and discussions throughout the curriculum provide substantive experience in oral communication, public speaking and extemporaneous expression.

Visual communication is the lifeblood of what we do, and is a constant in both studio and history coursework as students produce visual art projects continuously.

ii. Scientific and Quantitative Reasoning

Scientific and quantitative reasoning applies primarily to courses involving chemistry and deductive reasoning-Ceramics, sculpture, photography and Jewelry. These disciplines

require the training provided in materials, composition, safety and thoughtful production.

iii. Critical Thinking

Critical thinking is present throughout our curriculum in both group discussion/critiques/lectures and demonstrations, and in assignments in interpretive

thinking endemic to the Visual arts field.

iv. Problem Solving

Problem solving is a constant physical challenge for Fine Arts students-particularly in studio classes in which creative solutions are primary. The adventurousness of thinking encouraged is one of our primary contributions beyond sheer physical skill building.

v. Information Literacy

Reading assignments and discussions of current topics in art and Art History provide a continuing connection to currents of cultural literacy. This is especially important and showcased by faculty members who are themselves working professional artists and thinkers.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Our Art History program provides education and training in interpretive writing and critical thinking . These courses are as follows:

Art 101 History of Ancient Art

Art102 History of European Art

Art 103 History of Modern Art

Visual Communication training exists throughout the studio arts curriculum, providing significant challenges and training through critique/discussions and the development of aesthetic sensibilities via hands-on physical interactions with faculty and fellow students.

These GE courses are as follows:

Art 112 2-D Art Fundamentals

Art 130 Drawing and Composition

ii. Scientific and Quantitative Reasoning

Scientific and quantitative reasoning is not directly reflected in our curriculum, but is certainly a background element to material intensive studio courses such as Sculpture, Ceramics and Jewelry Design.

iii. Critical Thinking

Critical thinking is an essential component of every course offered in the Fine Arts curriculum. The historical precedents in both Studio Arts and Art History by definition provide the student with a nexus for defining their approach to thinking about Art and Art making-skills that become lifelong values in every aspect of working and recreational life. these attributes are clearly articulated in our course outlines and descriptions.

iv. Problem Solving

Problem solving, as the development of critical thinking, is the lingua franca of the Visual Arts program. In the creation of compositions in 2 and 3 Dimensional contexts, students are challenged to mediate at both intuitive and intellectual levels, fulfilling a range of assignments designed to sharpen those exact skills.

v. Information Literacy

It is of primary importance that students in our curriculum be versed in and cognizant of materials and techniques in their safe use, as well as strict guidelines for the understanding of the History of Art and its importance to all cultures.

These virtues are exercised continuously in lectures and discussions in both studio

and Art History courses.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

ACRT-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

A.S. in Master Collision Repair

Certificate of Achievement

Skills Certificates in Mechanical and Electrical Components, Nonstructural Damage Repair, Painting and Refinishing and Structural Damage Repair.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Assess the damage a car sustained in a collision and solve the problem of repair using critical thinking skills. Formulate strategies to locate, evaluate and apply information from shop manuals, textbooks and computer based information. Students will be able to mix paint using quantitative reasoning, mathematical skill and the scientific method. Students will mix paints by mass, ratio and volume measurements. Students will be able to read and understand repair work orders. They will be able to write statements documenting additional work required in the field. Students will verbally communicate with employers, customers and insurance agents while working in the field of auto repair.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Throughout the school year the Auto Collision Repair program accepts vehicles to be worked on through the Car Club. Students practice dealing with customers and meet requirements for industry standards. Students read and write repair orders, visually inspect vehicles for primary and secondary damage and orally communicate with car owners and insurance companies.

ii. Scientific and Quantitative Reasoning

Students are able to mix paints following all EPA and health & safety standards. They understand the chemical makeup and proper mixing ratios of the paint so they can use the scientific method to determine paint temperatures and which reduces, activators, accelerators, retarders, flex additive and fish eye eliminator to use for different environmental conditions.

iii. Critical Thinking

Students will be able to assess primary and secondary damage to vehicles. They will use critical thinking skills to determine the best and most economical procedures for beginning repairs on the vehicle.

iv. Problem Solving

Students will be able to use problem solving skills to determine how to repair structural and non structural damage to an automobile. They will also be able to evaluate the finish and set up a plan repair procedure.

v. Information Literacy

Students will be able to read and evaluate repair orders, service bulletins, shop manuals and computer based software.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes. All of our course outlines and syllabi include student learning outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

We review our course offerings annually with our Advisory Committee. The committee makes recommendations to align course objectives to SLO's.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

We have incorporated critical thinking into all of our courses in the ACRT program. Students use critical thinking and problem solving skills during a vehicle repair. They use a variety of techniques and materials. Instructors assess how they complete their projects and think through the repair process safely and effeciently.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

We have added SLO's to all of our syllabi and we will continue to integrate critical thinking, problem solving and inquiry approach to all labratory exercises. Students

will evaluate the extent of the vehicle damage and determine if it is feasible to repair the vehicle or declare it as non repairable.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

We plan to focus on problem solving. We will teach students how to evaluate collision repair problems and solve them in the most cost effective manner while remaining conscious of environmental and safety issues. We will asses through written examination and lab work.

Student Learning Outcomes

Auto-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

A.S. in Automotive Technology: Chassis Repair Technician, A.S. in Automotive Technology: Electrical/Performance Technician, A.S. in Automotive Technology: Emissions/Performance Technician, A.S. in Automotive Technology: Master Repair Technician, Occupational, Automotive Technology: Chassis Repair Technician Certificate of Achievement, Automotive Technology: Electrical/Performance Technician Certificate of Achievement, Automotive Technology: Emissions/Performance Technician Certificate of Achievement, Automotive Technology: Master Repair Technician Certificate of Achievement, Automotive Service Advisor Skills Certificate, Brakes and Suspension Skills Certificate, Drive Trains Skills Certificate, Electrical/Performance Skills Certificate, Emissions Skills Certificate, Engine Repair Skills Certificate, and Heating and Air Conditioning Skills Certificate.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

~ The first program level is a fundamentals program. The students in this level explore the automotive repair and service industry to learn the operation of automobiles and light duty trucks and determine if the automotive repair and service industry might be a career choice.

~ The second program level is for students who have chosen the automotive repair and service industry as a career. In this program they learn the skills necessary to obtain entry level employment in any one of or all eight of the specialty areas of the industry. Students also learn skills which enable them earn State Licenses or Certification. Students work toward earning a Certificate of Achievement and/or Associate of Science in Automotive Technology.

~ The third program level is for the working professional. This program provides the students with update training to maintain their State License and the skills required to stay current in the changing and complex technology of the automotive repair and service industry. Students also learn new skills which enable them to advance in their career by earning State Licenses or Certification. automobiles today and in the future. ~ All Program Levels stress personal safety, environmental safety, craftsmanship and ethics.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to

each outcome?**i. Written, Oral and Visual Communication**

Automotive Technicians must document the results of diagnostic procedures performed to justify repairs made to vehicles. The documentation must be stated in a clear easy to follow statement. Students demonstrate these skills by completing repair orders and worksheets.

ii. Scientific and Quantitative Reasoning

Students analyze, diagnose, apply principles, anticipate problems and solve unfamiliar problems.

iii. Critical Thinking

Students analyze, diagnose, apply principles, anticipate problems and solve unfamiliar problems.

iv. Problem Solving

Students analyze, diagnose, apply principles, anticipate problems and solve unfamiliar problems.

v. Information Literacy

Students use online Service and Repair databases to locate specifications, repair procedures and diagnostic procedures.

II. General Education:**1. Does your discipline offer any classes which count for general education requirements?**

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**i. Written, Oral and Visual Communication****ii. Scientific and Quantitative Reasoning****iii. Critical Thinking****iv. Problem Solving****v. Information Literacy****III. Course Level Outcomes:****1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

YES

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?**3. Assessment:****i. How often do you assess these SLOs?**

Yearly

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Because the program has been in a temporary facility that is totally inadequate SLO's have not been assessed and will not be assessed until the modernized facility is at full functionality.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Because the program has been in a temporary facility that is totally inadequate SLO's have not been assessed and will not be assessed until the modernized facility is at full functionality.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Because the program has been in a temporary facility that is totally inadequate SLO's have not been assessed and will not be assessed until the modernized facility is at full functionality.

Student Learning Outcomes

BIOL-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We offer the Biology A.S. degree.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

In most basic terms, students completing the Biology A.S. degree requirements should be able to think like biologists. They should have a good working knowledge of basic biological principles, should understand the methods of generation and application of biological knowledge, should be able to access biological information and process biological data, and should have mastered basic biological field and laboratory techniques.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students take multiple-choice and essay examinations, write laboratory and field reports, read and critique research papers and present their own reports in written and oral form.

ii. Scientific and Quantitative Reasoning

Students take multiple-choice and essay examinations, write laboratory and field reports, read and critique research papers and present their own reports in written and oral form.

iii. Critical Thinking

Students take multiple-choice and essay examinations, write laboratory and field reports, read and critique research papers and present their own reports in written and oral form.

iv. Problem Solving

Students take multiple-choice and essay examinations, write laboratory and field reports, read and critique research papers and present their own reports in written and oral form.

v. Information Literacy

Students take multiple-choice and essay examinations, write laboratory and field reports, read and critique research papers and present their own reports in written and oral form.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

Business-and-Information-System-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

There are many degrees and certificates within the five disciplines in the BIS department. All are currently described in the college catalog.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

While the specific learning outcomes vary from one discipline to another within the BIS program, each discipline requires students read and comprehend instructions and communicate their ideas and solutions through written documents and oral presentations, and apply inquiry, projection/prediction of results, testing, adjustment and final solution or product in an organized, methodical process, and in doing so reach a supportable, fact-based conclusion or presentation, which is based on the discovery of and experimentation with individual components that lead to a general application of the knowledge so acquired. Students gaining these problem solving skills in one discipline will be able to apply the process to other disciplines or knowledge bases. An ideal example of which is the student who develops the skill level to enable him or her to create a business presentation that integrates data and analysis from multiple application software products and directs the audience to a singular data derived conclusion.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Intro to Business students develop and deliver to the entire class team presentation at the end of term.

ii. Scientific and Quantitative Reasoning

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Spreadsheets students prepare a savings analysis tool which projects savings totals given a specific interest rate, time period and monthly amount.

iii. Critical Thinking

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Real Estate Appraisal students categorize and compare property attributes to determine market values.

iv. Problem Solving

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Intro to CIS students write a Visual Basic program running under Internet Explorer that produces a detailed report of student grade assignments based on the accumulated scores of five tests.

v. Information Literacy

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example intermediate word processing students produce a newsletter incorporating output from several MS Office applications software products.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication**ii. Scientific and Quantitative Reasoning****iii. Critical Thinking****iv. Problem Solving****v. Information Literacy****III. Course Level Outcomes:****1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Not specifically known at this time

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Not specifically known at this time

3. Assessment:**i. How often do you assess these SLOs?**

Each semester

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

Yes. Course texts, pacing, assignments, tutorials and homework assignments were adjusted to improve student learning.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

More of the same.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Yet to be determined.

Student Learning Outcomes

Basic Skills-English-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

We have updated most of our course outlines to include SLO's. We are in the process of updating the rest.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

All

3. Assessment:

i. How often do you assess these SLOs?

Every semester.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Our 4-year average for reading improvement in one semester is 9.43 percentage points. Our stated goal is a 10.0 percentage point increase in English 62 and a 12 percentage point increase in English 92. We do not think we need to adjust our outcome goal for our lecture reading courses.

Over the last four years, our students have improved their writing by an average of 6.3 points on a rubric used for both English 62 and 92. Our stated outcome goal for writing is 8.0 points on the rubric. Again, we do not think we need to make any major change to our curriculum based on these results.

Those teachers who use a vocabulary textbook report, on average over a 4-year period, a percentage point increase of 31.0 compared to an outcome goal of 30.0 percentage point increase.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We will use our cognitive and behavioral SLOs to assess our students' reading and writing ability and our students' improvement in the essential learning skills needed to become better students. We assess all of our lecture students in both cognitive and behavioral outcomes. We assess all of our one-unit, mini-course students on cognitive outcomes.

Student Learning Outcomes

Chinese-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students will be able to use Chinese speaking, reading, and writing, and will have an understanding of cultural aspects of the China.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written Chinese by successfully completing paragraph writing assignments for the level of Chinese in which they are enrolled.

Students demonstrate their ability in oral Chinese by successfully giving oral presentations in Chinese.

ii. Scientific and Quantitative Reasoning

no

iii. Critical Thinking

Students consider learn about Chinese cultural topics that

provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the Chinese language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to China for class discussion.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

All Chinese courses address this outcome.

ii. Scientific and Quantitative Reasoning

Chinese 101 and 102 courses address this outcome.

iii. Critical Thinking

All Chinese courses address this outcome.

iv. Problem Solving

All Chinese courses address this outcome.

v. Information Literacy

All Chinese courses address this outcome.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

100% informally through class tests.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

COMM-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

AA in Communications

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

1. Be able to succeed in a four-year communications/mass media program.

2. Be "media literate."

3. Be able to articulate the basic media issues of the day in terms of technology, society, and economics.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Write research papers.

Make small films

Make in-class presentations

ii. Scientific and Quantitative Reasoning

Do content analyses of media

iii. Critical Thinking

Write research papers

Make small films

Make in-class presentations

iv. Problem Solving

Ditto

v. Information Literacy

Ditto

II. General Education:**1. Does your discipline offer any classes which count for general education requirements?**

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**i. Written, Oral and Visual Communication**

Comm/Journ 110 and 160

ii. Scientific and Quantitative Reasoning

NA

iii. Critical Thinking

Comm/Journ 110 & 160

iv. Problem Solving

Ditto

v. Information Literacy

Ditto

III. Course Level Outcomes:**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Yes, they include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:**i. How often do you assess these SLOs?**

Every year

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

Yes, we are satisfied.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

None so far since we recently revised these 2 courses.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

nothing.

Student Learning Outcomes

COUN-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

NA

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

NA

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

NA

ii. Scientific and Quantitative Reasoning

NA

iii. Critical Thinking

NA

iv. Problem Solving

NA

v. Information Literacy

NA

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Counseling 114 and Counseling 130

ii. Scientific and Quantitative Reasoning

NA

iii. Critical Thinking

Counseling 114 and Counseling 130

iv. Problem Solving

Counseling 114 and Counseling 130

v. Information Literacy

Counseling 114 and Counseling 130

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

There are course outline of Record which includes SLOs and are updated as needed and required.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

Not since SLOs went into place

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Unavailable

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Unavailable

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Unavailable

Student Learning Outcomes

COUR-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Degrees:

A.S. Court Reporting

A.S. Machine Shorthand Specialist

Certificates:

Court Reporting

Machine Shorthand Specialist

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

In the College of Marin Court Reporting Program learners develop an understanding of when and how to apply the court reporting process in the field.

Learners will be able to "qualify" to take the California Certified Court Reporters licensing examination (CSR) by completing the minimum curriculum required by the Court Reporters Board of California.

Learners will be able to meet the demands of the profession of court reporting:

Excellent written and oral communication

Time management

Ethical behavior

Excellent proofreading skills

Excellent technology skills

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Learners are required to complete a minimum of two transcripts per week.

Learners are required to simulate the role of the court reporter by reading back testimony during class.

Learners are required to adhere to specific transcript formatting standards.

ii. Scientific and Quantitative Reasoning

Court reporters are not required to do scientific analysis.

iii. Critical Thinking

Court reporting learners must do a lot of self-analysis of their work product.

Court reporting learners are constantly analyzing their stenographic notes to be sure their translation into English makes contextual sense.

Court reporting learners must exercise judgment in hypothetical situations presented in the Procedures and Ethics class, the Legal Terminology class, and the Law Library Skills class.

iv. Problem Solving

Court reporting learners utilize problem-solving skills in the Computer-Assisted Transcription class. The learners must make decisions involving proper layout of the transcript and how to resolve transcript editing issues.

v. Information Literacy

Court reporting learners must be technology literate. Court reporting learners utilize online resources for creating, managing, transmitting, and archiving information on a daily basis.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

BUS 141, Intermediate Business English

COUR 165, Legal Terminology

COUR 166, Law Library Skills

COUR 167, Procedures and Ethics for the Court/Deposition/CART Reporter

ii. Scientific and Quantitative Reasoning

COUR 169A, Computer-Assisted Transcription

COUR 169C, Rapid-Data Entry

COUR 169D, Stenocaptioning

iii. Critical Thinking

COUR 165, Legal Terminology

COUR 166, Law Library Skills

COUR 167, Procedures and Ethics for the Court/Deposition/CART Reporter

COUR 169A, Computer-Assisted Transcription

COUR 169C, Rapid-Data Entry

COUR 169D, Stenocaptioning

iv. Problem Solving

COUR 165, Legal Terminology

COUR 166, Law Library Skills

COUR 167, Procedures and Ethics for the Court/Deposition/CART Reporter

COUR 169A, Computer-Assisted Transcription

COUR 169C, Rapid-Data Entry

COUR 169D, Stenocaptioning

v. Information Literacy

COUR 169A, Computer-Assisted Transcription

COUR 169B, Transcript Preparation/Formatting

COUR 169C, Rapid-Data Entry

COUR 169D, Stenocaptioning

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

At least weekly in the skill-based classes:

COUR 110

COUR 112

COUR 115F,J,S,T

COUR 125F,J,S,T

COUR 150F,J,S,T

COUR 175F,J,S,T

COUR 200J,T

COUR 210A,B,C

COUR 225J,S,T

The academic class SLOs are assessed frequently each semester.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Yes. All of our SLOs are resulting in the intended outcomes.

In the classes requiring critical thinking our learners demonstrate successful application of critical thinking concepts as evidenced by high percentage of passing grades.

The State licensing examination for court reporters, the CSR, requires considerable critical thinking. Our learners perform in an exemplary fashion on this portion of the CSR.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Our current assessment tools seem to be adequate. We will explore new options if and when they present themselves.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

The Court Reporting Program is predominantly skill based. Our learners' skills are assessed daily. Skills are assessed on-the-spot by performance demonstrated in class.

Student Learning Outcomes

Credit-ESL-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

None

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

N/A

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking**iv. Problem Solving****v. Information Literacy****III. Course Level Outcomes:****1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Yes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

As of Spring 2010, all faculty are required to include SLOs in their course syllabi.

3. Assessment:**i. How often do you assess these SLOs?**

SLOs are assessed when course outlines are updated. They are also being examined as part of the work being done by the alignment task force, which includes faculty from English, English Skills, and Credit ESL.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

Again these SLOs are being examined by the alignment task force mentioned above.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

Improvements will most probably be made after the conclusions are made by the alignment committee.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Since we have started using Banner, the faculty of Credit ESL as well as English Skills no longer receive placement information or past academic history of students. Without this information, it has been extremely difficult to assess how well students are placed. It is our hope that we will be receiving this information in Spring 2010.

Student Learning Outcomes

DANC-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

AA in dance

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

1. Demonstrate, perform and choreograph in at least two of the following techniques, (modern, jazz and ballet), with intermediate to advanced technical skills and artistic integrity.
2. Recognize the importance of technical training.
3. Compare and contrast techniques and styles.
4. Synthesize elements from techniques with other forms of dance, i.e. hip hop, ballroom, african-haitian, musical theater etc.
5. Recognize Dance as an art form.
6. Identify and correct dangerous and incorrect alignment and technique.
7. Demonstrate the ability to recover from minor injuries.
8. Analyze cultural dance history and it's affects on dance today.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

1. In each dance class, students are required to see a dance performance and write a critique. In some classes, the students are required to take written vocabulary tests. These vocabulary tests are to insure that each student can communicate using proper french ballet terminology.
2. Dance history involves essays and discussions between the students and between the teacher and the students.

3. In all dance classes, students are required to visually communicate through the use of one's body.

4. In choreography class, students are required to create studies for the sole purpose of communicating ideas through dance.

ii. Scientific and Quantitative Reasoning

1. Dance involves the understanding of very complex relations in space, time, dynamics and physics. This becomes more complex when performing in ensembles as dancers must constantly navigate their bodies through space and time.

2. Music is math. In dance, incoming stimuli, i.e. music or sound trains then triggers the nervous system to send the appropriate signal to the muscles to respond in the correct musical and muscular fashion.

iii. Critical Thinking

Synthesize elements of technique, artistry and music in order to move as a whole dancer.

iv. Problem Solving

1. Dancers must understand how to solve improper technical habits, complex movement combinations, spacial issues relating to other dancers, over use injuries, and musical elements.

2. In choreography class, dancers primarily learn by problem solving. In each class, the students are presented with a problem that eventually when resolved turns into a short choreographic study.

v. Information Literacy

Dance students use a variety of sources for information: Library, media center, websites and current periodicals.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

1. In each dance class, students are required to see a dance performance and write a critique. In some classes, the students are required to take written vocabulary tests. These vocabulary tests are to insure that each student can communicate using proper french ballet terminology.

2. Dance history involves essays and discussions between the students and between the teacher and the students.

3. In all dance classes, students are required to visually communicate through the use of one's body.

4. In choreography class, students are required to create studies for the sole purpose of communicating ideas through dance.

All dance classes require some level of written, oral and visual communication.

1. In each dance class, students are required to see a dance performance and write a critique. In some classes, the students are required to take written vocabulary tests.
2. Dance history "Dance 108" involves essays and discussions.
3. In all dance classes, students are required to visually communicate through the use of one's body.
4. In choreography "Dance 135", each student creates studies for which the sole purpose is communication.

ii. Scientific and Quantitative Reasoning

All dance classes

1. Dance involves the understanding of very complex relations in space, time, dynamics and physics. This becomes more complex when performing in ensembles as dancers must constantly navigate their bodies through space and time.
2. Music is math. In dance, incoming stimuli, i.e. music or sound trains then triggers the nervous system to send the appropriate signal to the muscles to respond in the correct musical and muscular fashion.

iii. Critical Thinking

All dance classes

Synthesize elements of technique, artistry and music in order to move as a whole dancer.

iv. Problem Solving

All dance classes

1. Dancers must understand how to solve improper technical habits, complex movement combinations, spacial issues relating to other dancers, over use injuries, and musical elements.
2. In choreography class, dancers primarily learn by problem solving. In each class, the students are presented with a problem that eventually when resolved turns into a short choreographic study.

v. Information Literacy

All dance classes

Dance students use a variety of sources for information: Library, media center, websites and current periodicals.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All of our course SLO's are up to date.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

During course revisions and when ever necessary to stay current in the field.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome

#3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

We have assessed the slo's for our performance classes and are not going to make any changes. Our problems are not with the slo's themselves but with our teaching methods.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

We are working on how well we teach our slos.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We are assessing our program and how well we teach our course SLOs. We are doing this by working together and having meaningful discussions. Hopefully we will see a change in our main stage performance product, enrollment and student success.

Student Learning Outcomes

DENT-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

The dental assisting program offer the following certificates:

1. Certificate of Completion in Dental Assisting
2. California Radiation Safety Certificate
3. California Coronal Polish Certificate
4. California Ultrasonic Scaling Certificate
5. California Pit and Fissure Sealant Certificate
6. California Infection Control Certificate (pending state approval)

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students upon successful completion of the program will be able to function as entry level dental assistants in private dental offices, dental clinics or dental schools. Their skills would include communicating with patient and dental professionals, adjusting dental prescriptions to suit the patient's age, size and weight, and function as chairside assistants or office staff.

Upon successful completion of Dental 182 and 186 and their respective labs, the student will be able to expose diagnostic quality dental x-rays in the state of California.

Upon successful completion of Dental 183 and its lab, the student will be able to perform coronal polishing procedures on children and adults in any dental office, clinic or dental school within California

Upon successful completion of Dental 183 and its lab, the

student will be able to use the ultrasonic scaler in the orthodontic offices to remove excess cement around the brackets or bands in an orthodontic office or ortho clinic at the dental schools.

Upon successful completion of Dental 192A and its lab, the student will be able to apply protective dental sealants on children and adults in dental offices, dental clinics, dental schools, and public schools in California.

Upon successful completion of Dental 172 (pending state approval) the student will be able to ensure the public that the dental environment where dental treatment takes place is free from cross contamination.

Although this is currently taught in the program, it has become a certification course through the Dental California Board, under consumer affairs. The program has applied for certification in the summer of 2009 and has not yet received word of approval to issue certificates.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

The students are required to give written and oral reports on class assignments on medical conditions, nutritional counseling, dental office internships, and office management situation. Annually, during the month of April, the students are invited to present a group presentation in the form of a table clinic on the state-of-the-art dental product, dental technique, or controversial dental issue. This project involves extensive research using journals, web searches and personal interviews with dental professionals on the topic. This presentation is given to the Marin County Dental Society members on Staff Appreciation Night and is the highlight of the evening's event. Not only is a written 3-4 page report required, but also a 5 minute oral presentation, a brochure or flyer handout developed and visual representation of the topic in to form of a poster and/or Powerpoint presentation.

ii. Scientific and Quantitative Reasoning

During the presentation of nutritional analysis on fellow classmates, the student must calculate the sugar exposures from their dietary intake analysis and make recommendations on reducing these sugar exposures to promote good oral health.

During the section on pharmacology, the student must be able to calculate the prescription dosage for the given body weight or

age of the patient.

During dental radiographic surveys, the student must be able to adjust the radiation dosage for the age, size and weight of an individual so that that patient will have the lowest possible radiation exposure necessary to produce diagnostic quality films.

iii. Critical Thinking

The student utilizes critical thinking and problem solving strategies when they are given patient scenarios of dental situations that may require the immediate dentist's attention, the reappointment or the referral to medical care takers. An example of this type of situation is when the student is reviewing or updating the patient's medical history. For instance if a patient discloses that they just had a kidney transplant and are in for their annual dental cleaning, should the assistant call the dentist immediately or procedure to prepare the patient for the appointment?

Another situation where the assistant must use critical thinking is determining if a person who phones in is a true dental emergency or not. Through interrogative conversation, the student must determine if the patient needs an immediate appointment or be reappointed a few days or even weeks later based on the signs and symptoms disclosed during the phone call.

The student uses critical thinking skills in answering patient questions regarding the safety of amalgam restorations or the use of nitrous oxide sedation on small children or pregnant women.

iv. Problem Solving

Students demonstrate problem solving skills when they are taking dental impressions on patients who have small oral cavities, have an active gag reflex, have missing dentition or have maxillary or mandibular tori. Students must adapt the tray or change the type of tray to accommodate the patient.

So is true when it comes to exposing dental radiographs, the student must decide which method is most comfortable for the patient with tori, small oral cavities, edentulous areas, active gag reflexes, malaligned teeth, or short frenums. Each individual patient is different and the student must determine the best method to capture an image that has diagnostic value for the dentist.

v. Information Literacy

The student must use the web to research dental topics for their reports on dental special needs patients, job interview techniques, and dental table clinic presentation. It is also required to have at least one journal or textbook and one interview with a dental specialist/professional to substantiate their findings.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Although the dental assisting program does not support the general SLOs of the college, it does have its own set of SLO germane to the dental field. All of the units from the dental assisting program and college transferable units.

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, all of the dental assisting courses have student learning outcomes and are listed in each course syllabus. This is a requirement from the American Dental Association, commission on accreditation. Course syllabi, course objectives, and student evaluations are all part of the accreditation standards.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100% of all faculty members in our discipline include SLOs in their syllabi.

3. Assessment:

i. How often do you assess these SLOs?

The course syllabi and SLO are update each year.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Each of the evaluation sheets provides data to support the SLOs for the course.

These evaluation sheets are collected and tabulated to see if revisions are needed in the curriculum, course sequence or course content to reflect student learning.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

We would like to use an outside vendor to compile the data from the evaluations and

SLOs to better to determine what areas of instruction need improvement, sequence or revisions.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Student completion of the program, successful employment, and passing the California Registered Dental Assisting Licensure examination are indicators of meeting the needs

of both the workforce and the student's ability to be marketable for the profession.

This year the licensure examination has been changed to reflect the new functions listed in State senate Bill #AB637. We would like to know if we have successfully trained our students for this examination. Unfortunately, our June graduates will not be eligible to take this examination until August 2010 as there is a 60 day post graduation time requirement. Results are usually available in the late fall semester.

Student Learning Outcomes

DRAM-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

AA degree in Drama.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Acting-focused students should be able to perform a theatrical text, by utilizing competent skills in verbal and non-verbal communication. Technical-focused students should be able to create the visual and aural elements of a theatrical production. All students should be able to write their critical analysis of various facets within the theatrical production process.

Students should be able to develop a strategic plan of action for their collaborative role in the production of a play, through an in-depth analysis of the play's script as well as the empirical evidence resulting from rehearsal experimentation.

Students should be able to make an informed and distinguished selection of theatrical choices, based on a differentiation of facts from their in-depth analysis and experimentation.

Students should be able to identify the fundamental problems that arise in the typical theatrical production and call upon a variety of techniques in finding a workable solution.

Students will locate, evaluate and apply information from the play's script, rehearsal experimentation (artistically and technically) and in performance.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their communication skills by writing critiques and essays on the theatrical process, performing in class projects and department productions and designing/building the basic elements of a theatre production.

All of the Drama AA requirements necessitate the demonstration of these skills. The Drama production classes especially require that these skills be put to the test.

ii. Scientific and Quantitative Reasoning

Students demonstrate this reasoning by the sharing and execution of a strategic plan of action, formulated from in-depth analysis with the script and rehearsal experimentation.

All of the Drama AA requirements necessitate the demonstration of these skills. Each class involves the student in developing a strategy for completing a set of tasks that will enable their collaboration in the theatrical process.

iii. Critical Thinking

Students demonstrate critical thinking by making a selection the appropriate theatrical choices, based on a differentiation of facts that are gleaned through in-depth analysis and experimentation.

All of the Drama AA requirements necessitate the demonstration of these skills. Students must make constant preparation and in-the-moment decisions for their class projects and productions.

iv. Problem Solving

Students demonstrate problem solving by applying the techniques learned in class to the specific theatrical issues in need of resolution. during class projects and department productions.

All of the Drama AA requirements necessitate the demonstration of these skills. Students must demonstrate these developed skills during class projects and department productions.

v. Information Literacy

Students demonstrate their information literacy by locating, evaluating and applying research material from various sources including print and online.

All of the Drama AA requirements necessitate the demonstration of these skills.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Drama 110, 116, 117, 119

ii. Scientific and Quantitative Reasoning

Drama 110, 116, 117, 119

iii. Critical Thinking

Drama 110, 116, 117, 119

iv. Problem Solving

Drama 110, 116, 117, 119

v. Information Literacy

Drama 110, 116, 117, 119

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Most of Drama's course outlines now include SLOs. We are currently addressing the remaining course outlines.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

Annually.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

We have assessed all of the SLOs for 16 courses over the last year and this has resulted in a more focused curriculum for our students. The SLOs have also given our program more cohesion.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Our curriculum is more focused with the development of the SLOs. We will continue to assess the needs of our students, with a concentration on the precepts of each SLO and a determination to update each as necessary.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We will assess all five SLOs, but particularly critical thinking. We will assess the students in our production classes. We will evaluate their application of their techniques in production, as they relate to the specificity of selection in the vast array of theatrical choices available to them.

Student Learning Outcomes

ECE-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

AS degree in Early Childhood Education

Certificate of achievement

Core skills certificate

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Program Learning Outcomes

- 1 Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
- 2 Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for *all* young children.
- 3 Apply effective guidance and interaction strategies that support *all* childrens social learning, identity and self-confidence.
- 4 Develop strategies that promote partnerships between programs, teachers, families and their communities.
- 5 Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Core skills certificate recipients demonstrate the program learning outcomes at Blooms knowledge and understanding levels. Students earning the certificate of achievement not only have more content in the ECE discipline but demonstrate the program learning outcomes at Blooms apply and analyze levels. Students earning AS degrees have achieved Blooms evaluate and create levels in their achievement of ECE program learning outcomes.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

For example, one SLO for ECE112 is:

- ☞ Critically assess community support services and agencies that are available to community and families.

Students in ECE112 select a support service or agency in Marin county that is available for families. They gather information about that agency, write a paper describing the services and eligibility requirements for the selected service or agency, and make an oral presentation to the class about the selected support service or agency.

ii. Scientific and Quantitative Reasoning

For example, one SLO for ECE110 is:

- ☞ Using investigative research methodologies, apply developmental theory to the analysis of child observations, surveys, and/or interviews

Students conduct naturalistic observation of a child and use the running record method to record their data. They then use the data from the running record to assess that child's development in relation to the information learned in the course relative to that particular age child.

iii. Critical Thinking

For example, one SLO for ECE112 is:

- ☞ Synthesize and analyze research regarding social issues, changes and transitions that affect children families, and evaluate their current impact on children, families, schools and communities.

Students select a topic related to how media influences children. They research that topic and create a newsletter for parents that includes:

- Facts
- Issues and concerns
- What parents and teachers can do
- Further recommendations and insights
- References (in the newsletter for parents and teachers to use)

iv. Problem Solving

For example, one SLO for ECE112 is:

- ☞ Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their childrens development and learning.

Students select a topic on which families often seek or need advice regarding their childrens development and learning (a problem). Students find at least 3 articles that purport to give advice to parents related to the selected problem topic. They then summarize, critique and compare those articles.

v. Information Literacy

For example, one SLO for ECE112 is:

- ☞ Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their childrens development and learning.

Students select a topic on which families often seek or need advice regarding their childrens development and learning (a problem). Students find at least 3 articles that purport to give advice to parents related to the selected problem topic. They then summarize, critique and compare those articles.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ECE112

ii. Scientific and Quantitative Reasoning

ECE110

iii. Critical Thinking

ECE112

iv. Problem Solving

ECE112

v. Information Literacy

ECE112

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

The 8 core courses in the discipline as well as two others have well developed SLO in the course outlines of record. The rest of the courses in the discipline are to be updated this Spring and Fall. Student Learning Outcomes are an important part of the updates being done. Currently, the courses needing updating have been divided among the full and part time faculty. Course revisions for those to be submitted to Curriculum Committee this Spring are due back to the ECE Coordinator by March 1.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

95%

3. Assessment:

i. How often do you assess these SLOs?

Assessment of SLO is conducted each semester. Students are required to submit assignments or participate in in-class exercises to demonstrate achievement of the course level SLO.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

The first ECE program level SLO most closely supports College Learning Outcome 3:

- 1 Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

This SLO has been assessed at the course level in ECE101. A student assignment reflecting this SLO is the Child Observation assignment. Students must observe a

child between 0 and 6 years old and describe what the behaviors you observed tell you about the child's development.

The average student score from two sections of ECE101 in Fall 2009 was 84%.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Analysis of project scores revealed that students who did not master the first task of creating a running record while observing a child did significantly worse in the critical thinking task of analyzing the observed behavior for indications of development. In Spring 2010, the assignment was revised to have students conduct an observation using the running record method early in the semester. That record will be turned in and assessed by the instructor. Students with satisfactory running records can then use that record as the basis of their critical thinking SLO assessment assignment. Students whose running records are not satisfactory will receive specific feedback on how to improve and given another chance to conduct a running record observation to collect the data needed for the critical thinking SLO assessment.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

The course level SLO in all ECE classes with clearly articulated SLO will be assessed this semester using a variety of methods. All students in those classes will be assessed. Methods of assessment range from in class test through in-class exercises and presentations to cumulative projects designed to assess multiple SLO.

Student Learning Outcomes

EMT-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

EMT offers a course completion certificate which is required to take the National Register test. Completion of this NREMT test is needed to certify in both the state and in this county. This certificate is awarded after the students completes the required 120 hours of classroom, 10 hours of observation time, and has full filled the 10 skills needed for the NREMT test. Student must pass the written final with a score of 80%.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students should be able to have the knowledge to respond and render care in the pre-hospital setting. The students will have the manipulative ability to perform the 10 skills which they showed competency in.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are required to complete a Advance First Aid Class, CPR for the Professional Rescuer, and complete both a health screening and background check. After the above requirements are met the student can register for the Fire Tech 112 / EMT class. Students must complete while in this class the 10 skills, 34 text book chapters, show the ability to retain this information by passing both the mid-term and the written final examination with an 80% or better.

ii. Scientific and Quantitative Reasoning

None specified.

iii. Critical Thinking

Students take a multitude of separate informational based chapters and pull them together to reason and apply treatment to sick or injured patients in a scenario atmosphere.

iv. Problem Solving

Students exercise problem solving abilities by engaging in scenarios during the length of the class.

v. Information Literacy

Students will need to take the information learned in this class and apply it to the NREMT test. This test is required to certification as an Emergency Medical Technician.

II. General Education:**1. Does your discipline offer any classes which count for general education requirements?**

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**i. Written, Oral and Visual Communication**

EMT does not have GE's. EMT offers a course completion certificate which is required to take the NREMT test.

ii. Scientific and Quantitative Reasoning

none.

iii. Critical Thinking

none.

iv. Problem Solving

none.

v. Information Literacy

none.

III. Course Level Outcomes:**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Yes.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

All instructors utilize these SLO's.

3. Assessment:**i. How often do you assess these SLOs?**

Once a year a review of the course content, how its delivered, and the approach towards the students. This is done to maximize the retention.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

We have not.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

We are looking at the new Roll Out 2010 which the National Register is undertaking this year. The state has not officially come out with the requirements or the changes though the plan for the future is expanding the content and adding additional course

hours.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

This year the assessment will mainly be the textbook and its content. The program coordinator will assess this and at a time after the new Roll Out 2010.

Student Learning Outcomes

ENGG-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Engineering Major for AS Degree

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Upon completion of the A.S. Engineering Major, students will be able to:

- A. apply their knowledge of math, science, and engineering to identify, formulate, and solve engineering problems.
- B. design and perform experiments, as well as to analyze and interpret data.
- C. design a system, component, or process to meet desired needs.
- D. demonstrate professional ethical responsibility.
- E. communicate effectively and perform on multi-disciplinary teams.
- F. judge the effects of engineering projects on society and the environment.
- G. engage in life-long learning and explain contemporary issues.
- H. use the techniques, skills, and modern engineering tools necessary for engineering practice.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

All ENGG courses address communication skills to varying extents and in varying ways.

Written communication:

- a. Written research, project, and laboratory reports (110, 111, 150, 220L, 235, 245)
- b. Problem solutions on homework assignments and exams (all courses)

Oral communication:

- a. Oral presentations (110, 125)
- b. In-class discussions (110)
- c. Team projects/lab experiments (110B, 125, 150, 220L, 235, 245)

Visual communication

- a. Diagrammatic problem-solving (all courses)
- b. Creation and interpretation of graphs (all courses)

ii. Scientific and Quantitative Reasoning

All ENGG courses address scientific and quantitative reasoning extensively throughout most assignments and exams. Experimental data collection and analysis skills are particularly addressed in lab courses such as 110B, 220L, and 245.

iii. Critical Thinking

All ENGG courses address critical thinking skills to some extent in most assignments and exams.

- a. For every analytical problem, students must judge the most appropriate solution technique for a particular problem, identify relevant data, formulate and defend simplifying assumptions, and evaluate the reasonableness of results.
- b. For all design-oriented problems, students must evaluate the relative merit of competing design choices to satisfy multiple performance requirements and objectives, in order to finally arrive at a non-unique, but defensible 'best design' solution. Design skills are emphasized in 110B, 150, and 245.
- c. Critical thinking skills are also addressed through discussions and assignments involving social aspects of engineering, including professional ethics and the interaction of engineering with society and the environment. These topics are primarily addressed in 110A, but to a lesser extent in other courses.

iv. Problem Solving

Virtually all assignments and exams in all ENGG courses address problem solving skills.

v. Information Literacy

All ENGG courses require students to collect information from a variety of sources for use in problem solving and design. The types of sources include textbooks, handouts, data tables and graphs, reference handbooks, and internet sources.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, all current ENGG COR's include SLO's.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100% (1 of 1)

3. Assessment:

i. How often do you assess these SLOs?

SLO's are implicitly assessed for individual students in each course every semester, since they form the basis for each student's grade in the course.

Explicit assessment of aggregate measures of SLO's will begin this year; however, since each course is only offered once per year (at best), and most ENGG courses have enrollments of under 10, it may be many years before any statistically meaningful conclusions can be drawn.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

No

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Regarding SLO's, primary improvements thus far have been to include course-level SLO's in each course outline, and to link them to program-level and college-level SLO's. Additionally, the course-level SLO's are now included in all course syllabi.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

This semester, I will assess the only ENGG course offered--ENGG 245 Materials Science. All students in the course will be assessed. SLO's will be assessed using Final Exam questions and several laboratory reports.

For the Fall semester, ENGG 235 Statics will be assessed.

Student Learning Outcomes

ELND-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We offer an A. S. In Environmental Landscaping and three certificates: Landscape Construction and Design Specialty, Landscape Maintenance Specialty and Nursery Management. The certificates are outdated and I recommend that they are replaced as soon as possible.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

I am framing this response based on my recommendation that we replace the three certificates that we currently offer by two new certificates: **Sustainable farming** and **Sustainable Design**. Previous discussions with the Dean, Chairman and members of our Advisory board indicates that this is a viable alternative. I list below a proposed list of skills that students should master when they obtain those new certificates:

Sustainable farming :

- 1. Written, Oral and Visual Communication:** Students should be able to Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology the various steps necessary for successful urban farming.
- 2. Scientific and Quantitative Reasoning:** Students should be able to locate, identify, collect, and organize data related to sustainable farming and analyze, interpret and evaluate them using mathematical skills to perform the various tasks necessary to establish an ecologically sound farm.
- 3. Critical Thinking:** Students should be able to differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions to successfully establish a urban farm: For example, student should be able to differentiate organic from non organic pesticides and how the selection of pesticides affect farm sustainability.
- 4. Problem Solving:** Students should be able to recognize and identify the components of a situation related to urban farming and look at it from multiple perspectives and

investigate ways to resolve it.

5. Information Literacy: Students should be able to formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic to successfully perform the various tasks necessary for a successful urban farm.

Sustainable design.

1. Written, Oral and Visual Communication: Students should be able to Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology to design sustainable gardens, landscapes or urban farms.

2. Scientific and Quantitative Reasoning: Students should be able to locate, identify, collect, and organize data on sustainable design, analyze, interpret, and evaluate them it using mathematical skills to perform the various tasks necessary to design ecologically sound gardens, landscapes or urban farms.

3. Critical Thinking: Students should be able to differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions to successfully design sustainable gardens, landscapes or a urban farms.

4. Problem Solving: Students should be able to recognize and identify the components of a situation related to sustainable design look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Students should be able to formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic to successfully perform the various tasks necessary for a successful sustainable design.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Each Class Outline must include specific student learning outcomes related to the course content. Students, through various assignments and evaluations demonstrate in writing, orally and visually and that they have learned the specific Learning Outcomes for their classes.

ii. Scientific and Quantitative Reasoning

Each class outline must include specific student learning outcomes that include scientific and quantitative reasoning related to the course content. Students, through various assignments and evaluations demonstrate in writing, orally and visually and that they have learned the specific Learning Outcomes for their classes.

iii. Critical Thinking

Each Class Outline must include specific student learning outcomes related to the course content. Students, through various assignments and evaluations demonstrate that they have developed critical skills applied to the Learning Outcomes for their classes.

iv. Problem Solving

Each Class Outline must include specific student learning outcomes related to the course content. Students, through various assignments and evaluations demonstrate that they can solve problems specifically related to the Learning Outcomes for their classes.

v. Information Literacy

Each Class Outline must includes student learning outcomes related to the course content. Student must through various assignments and evaluations demonstrate that

they can formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic to address concepts related to the class content.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All my Course Outlines of Record include Student Learning Outcomes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

I am not in a position to supervise other instructors because I do not believe that is my role. However, informally I raised the issue of student learning outcomes with other instructors when we share ideas. I believe most of the instructors in the Environmental Landscaping Department include SLO's in their syllabi.

3. Assessment:

i. How often do you assess these SLOs?

Every time I teach a class, I assess my SLO's. This occurs in average every two years.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

I have found that my students have addresses the College five learning outcomes. I have found out that the most difficult SLO to achieve is objective **2. Scientific and Quantitative Reasoning**: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

I believe that a major limitation for the students is that many basic lack math and English skills.

The other SLO that student have had problems completing is the College Learning Outcome : **4. Problem Solving**: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

I believe that a limitation for the students have been that many of them have not have opportunities to be trained in a systematic approach to problem solving.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

In all the classes I teach, assign a term project related to the specific class content. The project is designed to address all the **Five College Learning Outcomes**. I give students provide students written and oral instructions how to accomplish the project. The instructions require that to complete the Assignment, students conduct activities that address each of the five college learnign outcomes.

I plan to keep refining the term project that I assign for each class to ensure that each student has the opportunity to learn the material taught and to assess their comprehension of the material based on the college learning objectives.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

I plan to further asses the students abilities to address the college learning objectives **2. Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions and

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

I will address that by developing specific Assignments that address those objectives and by tailoring classes to assist my students to achieve those objectives.

Student Learning Outcomes

Environmental-Science-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We offer the Basic Certificate in Environmental Science.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students completing the certificate should be able to recognize, analyze and help to solve environmental problems.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking**iv. Problem Solving****v. Information Literacy****III. Course Level Outcomes:**

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

FILM/VIDEO-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

A.A. in Communications, Filmmaking Option

A.A. in Communication, Screenwriting Option

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The current goals are to help students:

obtain entry-level work in the film, television, video and multimedia industries.

start careers as independent film or video makers.

transfer to an upper-division university film/video, communications and multimedia programs.

understand the importance of media literacy.

use modern media technology to express and present their ideas and views clearly and effectively.

develop the ability to collect information from various resources, organize and process the

information and to develop their own views and opinions about the information. In addition, the students should be able to present their conclusions and findings in verbal, visual and written form.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are required to demonstrate subject competency by completing assignments and course work that requires them to express their views in written, oral and visual form. For example, students in the film studies course must complete a written essay that demonstrates they have developed the skills that enables them to:

Select a topic

Narrow the focus of the topic to a few specific elements

Collect information on the topic from a number of sources

Use this information to develop their own ideas, viewpoints and conclusions

Express their thoughts in writing that is clear, focused on the topic, well-organized and demonstrates a level of competency at the college level.

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

Students are required to develop the ability to collect information, process the information and develop a conclusion. In these activities importance is placed teaching the students to focus on facts, not assumptions, and to resist the practice of formulating a conclusion or opinion based on incomplete information. For example, in our Forced Meaning exercise, an image that resembles a human face is projected on a screen. The students are directed to identify the image based on what they see on the screen. When students attempt to identify the image, most draw the wrong conclusion: What appears to be a face is actually a rock formation. Afterward, the students are taught methods of observation, analysis and problem-solving that helps them develop the skills to become better processors of information.

iv. Problem Solving

See Critical Thinking

v. Information Literacy

Most of our classes use digital technology, computers, media technology and the internet in the everyday learning environment. This requires the students to collect and process information and content from a number of information streams.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Comm/Hum 109-A, History of Film: Beginning to 1950

Comm/Hum 109-B, History of Film 1950 to Present

Comm 108 A-ZZ, Film Studies: Selected Topics

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

Comm/Hum 109-A, History of Film: Beginning to 1950

Comm/Hum 109-B, History of Film 1950 to Present

Comm 108 A-ZZ, Film Studies: Selected Topics

iv. Problem Solving

Comm/Hum 109-A, History of Film: Beginning to 1950

Comm/Hum 109-B, History of Film 1950 to Present

Comm 108 A-ZZ, Film Studies: Selected Topics

v. Information Literacy

Comm/Hum 109-A, History of Film: Beginning to 1950

Comm/Hum 109-B, History of Film 1950 to Present

Comm 108 A-ZZ, Film Studies: Selected Topics

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All course outlines have student learning outcomes (SLO's). This year (2010) we will update most of our course outlines. During this process will be reviewing and revising SLO's.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

All full-time faculty include SLO's in course syllabi; in addition, this information is posted on the home page of all class web sites using the Blackboard classroom management software program.

3. Assessment:

i. How often do you assess these SLOs?

At the end of every semester, faculty evaluates student success and to what degree did the students achieve course SLO's.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

In our general education courses, Comm/Hum 109 A & B, students have a critical-thinking assignment that requires them to do the following:

Select a Topic.

Collect information and data on the topic using traditional print and new media/digital sources.

Identify the topic information that is most important and interesting , factual, specific and where the source of the information can be validated.

Evaluate the information and develop their own points-of-view, opinions, insights and conclusions.

Organize and present the information along with their thoughts and conclusions in the form of an written essay.

Our evaluation of this work is that approximately twenty-five to thirty-five percent of the students have critical-thinking, organizational and writing skills that allows them to successfully complete

college-level writing assignments.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

To help students develop their critical-thinking and writing skills in our general education courses, we have created weekly on-line discussion forums: Each week the instructor develops a discussion question that requires the students to use critical-thinking skills to formulate an answer to the question. Students post their responses on the class web sites. Each week the students exchange ideas and consider the merits and issues of the weekly topic by reading and responding to the posts of their class mates. We believe that having the students to participate in activities that require them to use and develop critical-thinking skills weekly will help more students develop college-level critical-thinking and writing skills.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

We plan to continue and refine our focus on critical-thinking SLO's:

We will continue to work with our general education students.

We will assess their work on the on-line discussion forums and writing assignments.

Student Learning Outcomes

French-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

The French Discipline at COM offers the first two years of lower division education to obtain an A.A. degree in French from College of Marin.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students of French will be able to read, write and communicate in the French language as well as learn about cultural aspects of the French speaking world.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written French by successfully completing paragraph writing assignments for the level of French in which they are enrolled. Students demonstrate their ability in oral French by successfully giving oral presentations in French.

ii. Scientific and Quantitative Reasoning

no

iii. Critical Thinking

Students consider learn about French cultural topics that provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the French language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to the French speaking world for oral presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

All courses in the French discipline address this outcome.

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

All courses in the French discipline address this outcome.

iv. Problem Solving

All courses in the French discipline address this outcome.

v. Information Literacy

All courses in the French discipline address this outcome.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

25%

3. Assessment:

i. How often do you assess these SLOs?

100% on an informal basis.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

Italian-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Italian 101, 102, 203, 204, 225/226, 108,110, 112, 114, 228

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, all course outlines in Italian include SLOs. Italian courses will be completely updated, however, within Spring Semester 2010.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

All (100%) of faculty members in Italian include SLOs in their course syllabi.

3. Assessment:**i. How often do you assess these SLOs?**

The goal of faculty in the Italian discipline is to assess SLOs once per year.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.****3. Assessment:****iii. What improvements have you made or do you plan to make in the future?**

Adoption of new texts which have increased technological features. There is already a goal to encourage the use of technology in the teaching of Italian, but this will be enhanced in the future. Increased teaching rubrics and student surveys will be used.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Students will be assessed, using questionnaires, about their ability to utilize existing technology in learning Italian and their readiness to take greater steps.

Student Learning Outcomes

Japanese-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

n/a

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students will be able to use Japanese in speaking, reading, and writing, and will have an understanding of cultural aspects of the Japanese-speaking world.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written Japanese by successfully completing paragraph writing assignments for the level of Japanese in which they are enrolled.

Students demonstrate their ability in oral Japanese by successfully giving oral presentations in Japanese.

ii. Scientific and Quantitative Reasoning

no

iii. Critical Thinking

Students consider learn about Japanese cultural topics that provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the Japanese language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to the Japanese speaking world for oral presentations.

II. General Education:**1. Does your discipline offer any classes which count for general education requirements?**

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**i. Written, Oral and Visual Communication**

All courses in the Japanese discipline address this outcome.

ii. Scientific and Quantitative Reasoning

n/a

iii. Critical Thinking

All courses in the Japanese discipline address this outcome.

iv. Problem Solving

All courses in the Japanese discipline address this outcome.

v. Information Literacy

All courses in the Japanese discipline address this outcome.

III. Course Level Outcomes:**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Course outlines for this discipline are under revision to include Student Learning Outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:**i. How often do you assess these SLOs?**

100% informally through tests and assignments.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

no

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?****3. Assessment:****iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Student Learning Outcomes

Journalism-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

There is no degree in Journalism per se, but students may take an AA in Communications with an option in Mass Comm.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

- 1) Write and photographically illustrate news and feature stories for print, broadcast and Internet transmission.
- 2) Interpret financial and budget data of public agencies and corporations in order to answer questions, in reportage, regarding the operation of those entities.
- 3) Learn how to gather and interpret information in a way that reflects the comparative reliability of various sources, the agendas of information providers, and the way different sources are connected or at odds and how that affects the quality of their information. Also, analyse advertisements and commercials, and to identify specific visual and rhetorical devices employed to influence their audience.
- 4) Determine ways to overcome barriers to journalistic research, including the development of alternative sources, the legal tools available to force disclosure of information, and knowledge of public records and how to obtain and analyse them.
- 5) Students can describe the basic history of technology of each type of mass media, and how its current content has been shaped by that history and technology. They can explain the content, also, in terms of the medium's economic profile. They can deconstruct advertising, and identify specific components of a feature film (plot points, mise en scene, three-act structure, etc.) They can demonstrate the basic skills involved in print, broadcast and Web journalism, constructing an advertising and/or public relations campaign, publishing a book or magazine, operating a commercial radio station and conducting a survey measuring public attitudes toward media.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

By writing stories in both the news writing and newspaper production courses, and taking photographs in the newspaper production courses.

ii. Scientific and Quantitative Reasoning

By demonstrating these skills during in-class exercises, and by deconstructing both print and television advertisements for a mid-term research project.

iii. Critical Thinking

By researching and writing stories for both the news writing and newspaper production classes. Also, by deconstructing print and TV ads.

iv. Problem Solving

By researching articles for the news writing and newspaper production classes.

v. Information Literacy

By writing analytical essays regarding each medium, by deconstructing a film as a class project (and also in extra credit papers) and by conducting group research projects into the operations of each medium and presenting their experiences and findings to the entire class.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

They are either included or undergoing current revision. .

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100 percent

3. Assessment:

i. How often do you assess these SLOs?

Every 5 years.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

No.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

NA

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

NA

Student Learning Outcomes

Library-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

The library works collaboratively with every department at the college to provide instruction in Information Literacy both through the Library 110 course, through the many orientations we conduct each semester, and through individual instruction.

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

The library works collaboratively with every department at the college to provide

instruction in Information Literacy both through the Library 110 course, through the many orientations we conduct each semester, and through individual instruction.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

MACH-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We do not offer degrees or certificates but students can apply for a Welding Certification through the local unions or by making an appointment with a Certified Welding Inspector to take the test(s).

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students should be able to pass a Welding Certification test.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students must pass a written test as well as oral question and answer sessions during class room instruction. Visually the must be able to identify the various types of welds, welding equipment and welding supplies.

ii. Scientific and Quantitative Reasoning

The students are taught the various types of welding gasses and electrical components of the welding equipment and how to recognize and solve any issues regarding these items.

iii. Critical Thinking

To understand the critical factors of materials and welding techniques and processes to produce professional results.

iv. Problem Solving

Understanding of the physical properties of various metals and welding processes to produce the desired welds.

v. Information Literacy

Research into various materials and vendors to make informed decisions of the job requirements.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**i. Written, Oral and Visual Communication**

NA

ii. Scientific and Quantitative Reasoning

NA

iii. Critical Thinking

NA

iv. Problem Solving

NA

v. Information Literacy

NA

III. Course Level Outcomes:**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Yes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100 %

3. Assessment:**i. How often do you assess these SLOs?**

Every year

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

Yes. The results were that the SLO's are appropriate for the current curriculum

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

Continue to review the course and modify the curriculum and SLO's as necessary to provide the students with the best information and guidance in achieveing their goals.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

We will be assessing the course to identify areas of improvement including budget, materials, testing and student progress. This will be done by staff review and feedback from students at the end of the semester.

Student Learning Outcomes

MATH-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We offer an A.A. in Mathematics.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Upon completion of the discipline's requirements students will be able to

1. Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

The students submit homework assignments, examinations and projects that demonstrate their ability to communicate in written, oral and visual form efficiently and effectively.

ii. Scientific and Quantitative Reasoning

The students participate in activities, submit homework, and take exams to demonstrate the achieved mastery of scientific and quantitative reasoning.

iii. Critical Thinking

The students participate in activities, submit homework, and take exams to demonstrate the achieved mastery of critical thinking.

iv. Problem Solving

The students participate in activities, submit homework, and take exams to demonstrate the achieved mastery of efficient problem-solving methods.

v. Information Literacy

The students participate in activities, submit homework, and take exams to demonstrate the achieved mastery of processing quantitative and qualitative information presented in oral, written, visual forms.

II. General Education:**1. Does your discipline offer any classes which count for general education requirements?**

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**i. Written, Oral and Visual Communication**

See the corresponding section under SLO Certificates and Degrees.

ii. Scientific and Quantitative Reasoning

See the corresponding section under SLO Certificates and Degrees.

iii. Critical Thinking

See the corresponding section under SLO Certificates and Degrees.

iv. Problem Solving

See the corresponding section under SLO Certificates and Degrees.

v. Information Literacy

See the corresponding section under SLO Certificates and Degrees.

III. Course Level Outcomes:**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Some of the course outlines already include the SLOs, the rest are being revised.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Approximately 95-100%.

3. Assessment:**i. How often do you assess these SLOs?**

Once a semester.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

We have developed, as a department, SLOs for every course. The SLOs topic is on the agenda of every department meeting where SLOs are discussed and analyzed.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

We have refined the SLOs to better reflect the desired outcomes for each course.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

The SLO for every course is assessed each semester without exceptions. We are assessing our students by examining their mastery of Mathematics.

Student Learning Outcomes

MEDA-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Phlebotomy Skills Certificate

Administrative Career Certificate

Clinical Career Certificate

Administrative & Clinical Career Certificate

Financial Procedures Skills Certificate

Medisoft Skills Certificate

Medical Terminology Certificate

*MEDA courses may be applied toward an A.S or A.A. degree or transfer to CSU.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Career Certificates:

Phlebotomy Skills Certificate

Administrative Skills Certificate

Clinical Career Certificate

Administrative & Clinical Career Certificate

Financial Procedures Skills Certificate

Medisoft Skills Certificate

After passing the above courses, students will have become proficient in the skills related to their vocational interest and choices, so that they will be prepared to enter the workforce.

The Medical Terminology Certificate is awarded to students who complete both Medical Terminology classes.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All course outlines of record include Student Learning Outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100% of the faculty.

3. Assessment:

i. How often do you assess these SLOs?

SLO's are assessed at the time of revision of Course Outlines.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

SLO's are assessed at the end of each semester in which the class is offered.

Students in the M.A. program demonstrate critical thinking skills through the understanding of basic theory by definition, explanation and the use of these ideas in examinations and laboratory skills.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

Plans for improvement include:

Developing a Rubric to Produce both Grades & Assessment Data

Checklist for Evaluating Program Outcomes

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Medical Assisting Students will be able to instruct other students to perform clinical and laboratory skills by the end of the semester. Performance will be graded with the aid of the Rubric and Checklist for Evaluating Program Outcomes. This information will be shared by program colleagues and changes made if warranted.

Student Learning Outcomes

Modern Languages-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, all of our course outlines include Student Learning Outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

MMST-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, all MMST courses have SLOs except MMST 110, which is being updated this semester and brought forward to Curriculum Committee.

All MMST courses already utilize all 5 areas of College-level SLOs.

- Number 1 is applied through repeated presentations of visual work by students. They present their visual material, both drafts and finals orally. This is

- always followed with a traditional Q and A discussion/critique.
- Number 2 is invoked through research, comparing and contrasting. There is a lot of discussion and assignments revolving around data as code, language, assets, and scripting.
- Number 3 and 4 are required in ALL MMST courses to compete projects (assignments). MMST instructors do not use exercises in the traditional sense. Exercises often require students to use their own material to practice. This strengthens their desire to learn, removes the abstraction and makes it applied learning, and most importantly ensures problems. thus it requires them to attempt to find solutions, initially relying on the instructors at the beginning, but by the end solving problems independently.
- Number 5, MMST courses ARE information literacy. Students are exposed to the ever-changing technology, how to use, access, and profit from its exposure. More importantly it becomes a *peer to peer* environment of sharing and learning, often for the instructors as well.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Both full-time faculty members (Derek Wilson and James Gonzalez) do.

As the topic about SLOs in syllabi was just addressed at the Department meetings for this semester, I am not sure if our adjunct faculty have yet incorporated SLOs into their syllabi.

3. Assessment:

i. How often do you assess these SLOs?

Derek Wilson: I assess my SLOs every semester. If needed I revise the projects along with the respective criteria, time, and grading rubric for every project within every course.

I use the portfolio method to ascertain the quality of work and its progress in comparison with previous classes as well as other courses during the same semester. In addition, my grade sheets are broken down by project, and each project has the 5 criteria sections for each student. I then average all scores, not just class or project totals, but criteria totals as well. In this way I can evaluate and revise if students consistently lag or are less successful in one area. This provides an evaluative tool to decide whether or not to revise a project or even a single aspect of a project.

Finally, by comparing both the portfolio samples and the average scores, I gain a very clear sense of *inside* (classroom, instructor) vs. *outside* (economy, personal issues) affects on successful SLOs for that particular class and whether or not revisions are warranted, then proceed with revisions as needed.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

Music-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

A.A. Degree in Music

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

- * Observe and analyze artistic examples of written and performed music
- * Develop the skill to execute similar musical examples
- * Develop fluency in the language of the discipline
- * Exercise creativity
- * Critically evaluate their own progress and development
- * Synthesize all the above skills in performance

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students in the majority of music classes participate in performances where they demonstrate oral communication through music. Some of these performances are public concerts, others are in-class performances of musical compositions. The students' also demonstrate skills in written communication in their music work (written in musical NOTES).

Students in music history courses write papers which demonstrate their written communication skills.

ii. Scientific and Quantitative Reasoning

There is a great deal of logical reasoning necessary when listening to music and having to write down what you hear. There are complex relationships which have to be analyzed, identified, and notated.

iii. Critical Thinking

All rehearsal and performance requires non-stop critical thinking: a student must continuously be listening and evaluating their rhythm, pitch, dynamics, articulations, tone, intonation, phrasing, stylistic appropriateness, and musical expression, in order perform the music correctly and in a musically artistic way.

Students who are in music theory and ear training courses must solve complex musical

problems requiring critical thinking on many levels, through observation, solution, and analysis, including creation and resolution of dissonance, dealing with multiple voices simultaneously, complex harmonic and contrapuntal textures, movement from one key to another, judging which of many possible solutions is most appropriate for the problem presented.

iv. Problem Solving

See previous question.

v. Information Literacy

Music has two courses designed for technological information literacy in music. The first is Music 116, Desktop Musician, which teaches students how to use a computer to create and record music. The second is a brand new course offered for the first time this semester, Music 139, Music Notation at the Computer, which teaches music student how to notate their musical projects in a sophisticated music notation program, allowing them to make publishable quality musical scores.

While not required for the degree, these courses teach skills which are necessary for musicians to function in the 21st century. We are considering making the notation course a requirement.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

All three courses, Music 101, 102, and 105 address these outcomes.

ii. Scientific and Quantitative Reasoning

n/a

iii. Critical Thinking

Yes, all three courses address critical thinking.

iv. Problem Solving

Our general education music courses do not specifically address problem solving. However other courses in the discipline require this skill, such as music theory.

v. Information Literacy

Students in these courses may use the internet to do research for their papers, but there is no information literacy requirement in the class.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

We are in the process of revising all of our course outlines to include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

The department chair has written a sheet of syllabus guidelines, including SLO's, and we have established a binder in the music office for all faculty syllabi.

3. Assessment:**i. How often do you assess these SLOs?**

Every assignment, test, rehearsal, and performance assesses these SLOs daily.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

We assess critical thinking skills pretty much every minute of every day in our classes, as this is one of the primary elements of music making.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?****3. Assessment:****iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Student Learning Outcomes

Natural History/Field-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

The Life & Earth Sciences Department has separated the Natural History Program from Majors Biology and Allied Health. The Natural History Program offers a Certificate in Natural History.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Once students have completed the course work and field experience required to earn a Certificate in Natural History they should be able to:
Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method. Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions. Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it. Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate that they meet the written, oral and visual communication SLO in all courses required for completion of the Natural History Certificate. All students must write scientific papers. Subjects range from bird behavior and nesting observations in ornithology to zonation studies in the Sierra Nevada require for general and field ecology courses.

ii. Scientific and Quantitative Reasoning

Students demonstrate that they meet the Scientific and Quantitative Reasoning SLO in all courses required for completion of the Natural History Certificate. An example of an activity that relates to this outcome is studying the invertebrate diversity and densities in the rocky intertidal community. Students locate, identify, collect, and organize data on invertebrates and then analyze, and evaluate the data using statistical analysis and then interpret the results using the scientific method.

iii. Critical Thinking

Students demonstrate that they meet the critical thinking SLO in all courses required for completion of the Natural History Certificate. Science, by its very nature and methodologies, differentiates between facts and subjective influences and opinions. If reasonable assumptions are considered they must be compelling and show evidence to be able to reach reasoned and supportable conclusions. In all science courses we discuss the environmental issues so important in today's world and students are constantly using critical thinking skills to evaluate and interpret the science vs the politics when analyzing these issues as well as projects that use the scientific process.

iv. Problem Solving

Students demonstrate that they meet the problem solving SLO in all courses required for completion of the Natural History Certificate. The scientific method is central to all science courses. In the field students practice developing problems (asking questions), developing a null hypothesis that is testable, developing testable methods and interpreting the results. In this way they learn to recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

v. Information Literacy

Students demonstrate that they meet the information literacy SLO in all courses required for completion of the Natural History Certificate. All scientific projects require that students figure out ways to locate, evaluate and apply information from the campus library, internet, scientific journals as well as local organismal collections such as those housed at California Academy of Sciences. The first step in the scientific process to observe or rely on observations by scientists and results of their experimentation.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Not all of them do but we are in the process of revising them.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Unknown.

3. Assessment:

i. How often do you assess these SLOs?

Constantly, as we assess the success of our students when they graduate and inform us of their progress.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

No we have not.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

We plan to improve our assessment methods in the future.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We plan to assess the marine biology and general ecology courses this year. We will assess the students and whether or not SLOs are compelling or not. We will use questionnaires and directly question a random assortment of students currently participating in the program.

Student Learning Outcomes

ESL-Noncredit-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Noncredit ESL does not offer any degrees or certificates outside of internal departmental attendance certificates.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

NC ESL students will be able to:

- effectively communicate at an intermediate level in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. at work, in class, in social settings, etc.
- improve their communication and interpersonal skills in English.
- build a foundation in English with which they can gain new job skills and obtain higher paying jobs.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are informally assessed in all classes through their oral and written answers to questions. At higher levels, students may give a short oral presentation or write a narrative or descriptive paragraph.

All noncredit courses give a promotion test at the end of each semester which include writing.

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

All ESL courses will support critical thinking and appropriate academic behavior by ensuring that the students meet the following outcomes:

- ESL students are learning to think in a new language - they develop skills and vocabulary to respond to different situations at school, in their daily lives and at work. They learn to navigate through a new culture, through a new school system and through their jobs.
- ESL students learn to apply their language skills to intra-personal, interpersonal and intercultural contexts in order to work cooperatively in large and small groups and to show respect to their classmates and teachers.

iv. Problem Solving

A common activity in ESL is to provide students with a "jigsaw" where each group of students research different sets of information about a common problem. By sharing information, asking questions, and filling in missing parts, students are able to solve the problem.

v. Information Literacy

All levels of noncredit ESL go to the Language and Culture Lab twice a month as a class. Here they hone their English skills at the same time they learn to use a mouse and navigate computer programs.

The highest levels of noncredit ESL also use the lab to do basic internet research to prepare for oral presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

N/A

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

N/A

iv. Problem Solving

N/A

v. Information Literacy

N/A

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, they do.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Noncredit ESL in the lower levels (10-25) have not given students a syllabus since students are

not likely to understand it. They receive the basic information regarding schedule, rooms, holidays and textbooks.

Level 30, 35 and 40 students do receive syllabi with SLOs included.

All students receive a handbook detailing the ESL program and behavioral expectations.

Starting Spring 2010, 100% of noncredit teachers will be giving "syllabi" to their students. They have been given an modified version of the Academic Senate template to use and have been advised to write the SLOs in language that their level of student will understand.

3. Assessment:

i. How often do you assess these SLOs?

At the end of every fall and every spring semester in all of our classes except the VESL and the afternoon classes held in senior citizens centers.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Noncredit ESL has developed promotion tests for each level of its program. These tests are related to the course outline student learning outcomes and critical thinking components generally for the course rather than any specific textbook or teachers materials. All students at each level take the same test. The tests for level 10 and 20 cover listening, reading, writing and grammar.

Over the last three to four years (2005 to 2009) we have tested:

- * 1612 level 10 students
- * 1531 level 20/25 students
- * 906 level 30/35 students
- * 443 level 40 students

Level 10 encompasses three steps from literacy to literate but beginning and students who have some street knowledge but do not know how to put it together yet. Since 2005, there has been a significant increase from a 36% pass rate to 78% pass rate in the writing part of the test.

Listening has always been a strong point for level 10 with an increase from 79% passing to 90% passing. The grammar test had very low pass rates so we revised it to make it clearer and less confusing and the pass rates went up. The reading section pass rate has increased from 74% to 80%. The overall pass rate has increased from 49% in 2005 to 87% in 2009.

Level 20 has two parts (20 and 25) and so students may pass to level 25 or 30 based on the promotion test. The results show overall pass rates of between 54% and 70% with a a three year pass rate of 66%. Listening and Reading have the highest scores (87% and 85% respectively) followed by grammar and writing (51% and 35%). Again, production is lower at the beginning of second language acquisition. In addition, the writing test is not the best test of our SLOs. So we will be revising this part in Spring 2010.

From 2006 to 2009, the test for levels 30 and 35 has been the CELSA test which noncredit also uses for initial placement. The CELSA is a reading/grammar cloze test. Because they were taking the test that we use for placement, we were able to see not only if they passed to the next level, but if they passed even higher.

* 66% of the level 30 students passed the test with 33% passing to level 40 and 14% potentially passing to credit and if not to level 40. (score does not include writing sample)

* 64% of the level 35 students passed the test with 40% passing to level 40 and 25% potentially passing to credit and if not to level 40. (score does not include writing sample)

In Fall 2009 we piloted a new promotion test for these two levels. We are analyzing the results of this test and will revise it for the spring.

From 2006-2009 we have used the credit placement test for the level 40s. The only way a student can move into credit which is the next level after 40 is through this test. It includes the

CELSA and a 25 minute writing sample which is graded holistically with a rubric. 43% of the level 40 students based only on the CELSA passed to level 50 or above. (score does not include writing sample) However, in 2010 we will be creating an additional test for level 40s which specifically addresses 40 level student learning outcomes.

In addition to overall success rates, the teachers do item analyses of specific parts of the tests to see what areas students are having the most trouble with. This information helps guide them to improve their curriculum, choose the best textbooks as well as to see that certain mistakes are constant regardless of the level from 10 to 120.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

The Level 10 grammar test had very low pass rates so we revised it to make it clearer and less confusing and the pass rates went up.

The Level 20 writing test is not the best test of our SLOs. So we will be revising this part in Spring 2010.

We wrote a new promotion test for level 30/35 in the Spring and summer of 2009. In Fall 2009 we piloted the new test for these two levels. We are analyzing the results of this test and will revise it for the spring.

In 2010 we will be creating an additional test for level 40s which specifically addresses 40 level student learning outcomes.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We assess all our students with the level-wide promotion tests described above.

Student Learning Outcomes

Nursing-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Associate Degree of Registered Nursing

Intravenous Therapy Certificate

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

They should have achieved the seven learning outcomes of the RN program.

They should have achieved the BRN Standards of Competent performance.

Associate Degree of Registered Nursing: When the student passes the NCLEX exam, they are eligible for an entry level RN position.

Intravenous Therapy Certificate: Certifies that the student has basic competencies in IV therapy. This is not required for employment, but is helpful.

Transfer to a CSU for a BSN degree

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

The College of Marin Registered Nursing Program has 7 Student Learning Outcomes which are leveled throughout semesters I - IV. These outcomes are in the *College of Marin Registered Nursing Student Handbook 2009-2010 pages 16 -31*. Student Learning Outcome #5 Apply effective written, verbal, nonverbal communication techniques in interactions with client(s) and members of the healthcare team. This is leveled throughout our courses: NE135/NE135L, NE138, NE101, NE140/NE140L, NE220A, NE102, NE210/NE210L, NE212/NE212L, NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

ii. Scientific and Quantitative Reasoning

The 5 steps of the Nursing Process are assessment, analysis, planning, implementation and evaluation. The nursing process is taught in the 1st semester and leveled throughout the program. Scientific knowledge and reasoning are implicit in the nursing process. NE135/NE135L, NE138, NE101, NE140/NE140L, NE220A, NE102, NE210/NE210L, NE212/NE212L, NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

iii. Critical Thinking

Critical Thinking is a leveled program outcome #2: "Utilize critical thinking in applying the nursing process in a variety of settings to assist clients to promote, maintain, and restore optimal wellness or provide support during the dying process. Critical thinking is measured by an assessment on entry to and exit from the RN program. "This is leveled throughout our courses: NE135/NE135L, NE138, NE101, NE140/NE140L, NE220A, NE102, NE210/NE210L, NE212/NE212L, NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L.

iv. Problem Solving

The application of the nursing process encompasses problem solving. Leveled SLO #6 Manage care for a group of clients, prioritizing, delegating, and coordinating aspects of care and maximizing use of available resources while assuring quality and safety. Leveled in courses NE135/NE135L, NE138, NE101, NE140/NE140L, NE220A, NE102, NE210/NE210L, NE212/NE212L, NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

v. Information Literacy

Students are introduced in the 1st semester of the nursing program to concepts of evidence based practice. They are taught to evaluate medical literature on the basis of the source; personal and popular sources of knowledge vs. peer reviewed professional publications. Web based healthcare information is evaluated in a similar way. Nursing students are required to be computer literate as the healthcare industry moves towards the computerized health care record.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Our program has 7 Student Learning Outcomes which are threaded throughout our courses. These 7 Outcomes are Leveled from Semester I - IV. These can be found in our College of Marin Registered Nursing Program Student Handbook 2009 -2010 pages 16-31. Outcome #5: apply effective written, verbal, and nonverbal communication techniques in interactions with clients and members of the health care team. This outcome addressed in all nursing education courses. NE135/NE135L, NE138, NE101, NE140/NE140L, NE102, NE220A, NE210/NE210L, NE212, /NE212L NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

ii. Scientific and Quantitative Reasoning

All nursing courses employ scientific and quantitative reasoning. NE135/NE135L, NE138, NE101, NE140/NE140L, NE102, NE220A, NE210/NE210L, NE212, /NE212L NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

iii. Critical Thinking

Student learning Outcome #2 Use critical thinking skills in applying the nursing process in a variety of settings to assist clients to promote, maintain, and restore optimal wellness, or provide support during the dying process. This outcome is leveled over 4 semesters.

NE135/NE135L, NE138, NE101, NE140/NE140L, NE102, NE220A, NE210/NE210L, NE212, /NE212L NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

iv. Problem Solving

Student Learning Outcome #6: Manage care for a group of clients, prioritizing, delegating, and coordinating aspects of care and maximizing use of available resources while assuring quality and safety. This outcome is leveled over 4 semesters. NE135/NE135L, NE138, NE101, NE140/NE140L, NE102, NE220A, NE210/NE210L, NE212, /NE212L NE214/NE214L, NE216/NE216L, NE220B, NE203 and NE225/NE225L

v. Information Literacy

Students are introduced in the 1st semester of the nursing program to concepts of evidence based practice. They are taught to evaluate medical literature on the basis of the source; personal and popular sources of knowledge vs. peer reviewed professional publications. Web based healthcare information is evaluated in a similar way. Nursing students are required to be computer literate as the healthcare industry moves towards the computerized health care record.

Students are introduced in the 1st semester of the nursing program to concepts of evidence based practice. They are taught to evaluate medical literature on the basis of the source; personal and popular sources of knowledge vs. peer reviewed professional publications. Web based healthcare information is evaluated in a similar way. Nursing students are required to be computer literate as the healthcare industry moves towards the computerized health care record.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

We revised our curriculum in 2006. All Course Outlines contain student learning outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

The Nursing Program has an extensive Program Evaluation Plan. A copy of this can be found in the College of Marin Registered Nursing Program California Board of Registered Nursing Continuing Approval Report Fall 2009. Standard IV Curriculum Criterion 4.3 "The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress." Frequency of Assessment is every two years at the day long last faculty meeting of the year, or when the organizing framework for curriculum changes. Assessment of student learning outcomes is done by both individual faculty and the Program Director. Levels of Achievement is benchmarked at 85%. Evidence of this evaluation process can be found in our faculty meeting minutes. All nursing courses are also evaluated by students on an ongoing basis as specified in our Program Evaluation Plan.. These evaluations are analyzed with respect to the achievement of student learning outcomes. Courses are revised every two years based on student input. Evidence of this can be found in meeting minutes and aforementioned BRN report.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

The ATI NCLEX Predictor Assessment is administered once/year to nursing students in the middle of the 4th semester. Critical thinking is one category that is measured and reported. ATI measures critical thinking in the areas of interpretation, analysis, evaluation, inference and explanation. In the Class of 2009, two areas of critical thinking explanation and evaluation did not meet the benchmark of 65%. (See ATI Summary Report March 20 2009.) Critical thinking is the foundation for clinical decision making. Nursing faculty plan to address these deficiencies during our ongoing curriculum analysis and revision.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Nursing implemented a major curriculum revision in Fall 2006. The revised curriculum was designed to reflect current health care trends, required competencies and accreditation standards, address content changes in the NCLEX_RN test plan, reduce redundancies, incorporate new learning and assessment modalities, create improved sequencing of learning opportunities for students and ease of articulation with BSN and MSN programs. The Program Evaluation Plan was revised in Spring 2009 to align with the new curriculum. It clearly delineates all areas of our program which we evaluate as

required by the Board of Registered Nursing.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Please see the Evaluation of Program and Assessment of Outcomes Calendar in the Board of Registered Nursing Continuing Approval Report Fall 2009. We assess all aspects of our program as delineated in the calendar. This is done formally once a year at the end of year meeting and recorded in our minutes. Other methods of assessment are student course evaluations (placed on survey monkey this semester, 6th month post graduation survey, and input from our advisory committee which is comprised on members of the healthcare community. We were evaluated by the BRN Fall 2009 and approved for accreditation. In Fall 2010, we will be evaluated by the National League of Nursing Accreditation Committee (NLNAC). Both these accreditations require extensive program assessment.

Student Learning Outcomes

Physical-Education,-Health-&-Athletics-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

-We offer a certificate in Personal Fitness Training.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

-Develop practical skills in teaching, evaluating, and motivating participants in healthy activities.

-Properly screen and identify possible contraindications

-Demonstrate the knowledge and ability to instruct proper performance of injury prevention techniques.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

-Students are required to research and write article summaries on topics that pertain to the material presented in class.

-Students give oral presentations on their areas of interest.

-Students must demonstrate the proper technique for a variety of exercises.

ii. Scientific and Quantitative Reasoning

-Students conduct a variety of physical assessments by collecting and interpreting data and comparing the results to the norm charts for each assessment.

iii. Critical Thinking

-Analyze proper technique and body mechanics utilized during exercise and physical activity.

-Conceptualize the relationship of intensity, volume, rest and

recovery in anaerobic and aerobic training.

-Evaluate exercise participants' abilities to use appropriate weight loss techniques, set short/long-term goals, and recognize considerations for healthy weight loss.

-Synthesize gross anatomy and exercise physiology in relation to resistance training.

iv. Problem Solving

-Students design a program for various special populations focusing on safe and effective exercises

v. Information Literacy

-Students must conduct research using the internet, periodicals and books to evaluate various theories and techniques of exercise.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

-All of our activity courses count toward the general education requirement.

ii. Scientific and Quantitative Reasoning

-All of our activity courses count toward the general education requirement.

iii. Critical Thinking

-All of our activity courses count toward the general education requirement.

iv. Problem Solving

-All of our activity courses count toward the general education requirement.

v. Information Literacy

-All of our activity courses count toward the general education requirement.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

-All of our course outlines of record do include Student Learning Outcomes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

-100% of our faculty members include SLOs in their course syllabi

3. Assessment:

i. How often do you assess these SLOs?

-We assess 3 classes each semester

-We assess 2 SLOs for each of the 3 classes

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

-We assessed 3 classes in the fall 2009

-Sports Nutrition, Personal Fitness Trainer Certification, Drugs and Society

-The 7 SLOs that we assessed had consistent numbers, 5 of SLOs scored above 90%, 1 scored around 50%, and 1 scored around 35%

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

-Continued education on the SLOs and the assessment process will improve the overall consistency of the education process

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

- We plan to assess our weight training courses

-We plan to asses our weight, control, exercise and nutrition course

-We plan to asses our advanced first aid/first responder course

Student Learning Outcomes

Social-Sciences-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Education: Transfer, Skills Certificate

Ethnic Studies, History, International Studies, Political Science, Social Science:
AA, Transfer

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

- 1) Pursue advanced study for a career in teaching, in fields related to the Social Sciences, or in the private sector
- 2) Investigate the complexity and diversity of human experience
- 3) Communicate clearly, think independently, critically, and creatively
- 4) Participate as informed and ethical citizens of the world
- 5) Solve problems using the methodology of the Social Sciences

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students engage in essay exams, in-class presentations as groups or individually, preparing research papers and oral presentations with accompanying visual presentations, in-class debates and participation in responding to scenarios.

As an example, in U.S. History students read primary sources and compare them to text book accounts and provide in-class presentations and assessments of the two.

ii. Scientific and Quantitative Reasoning

Students use the "scientific and quantitative reasoning" methodology of the Social Sciences - gather data, analyze and evaluate its authenticity, explain and critique competing analysis, present in written format and/or oral presentation.

As an example, in Ethnic Studies students research several accounts of diaspora, explain and critique and present their perspective in written and/or oral

presentations.

iii. Critical Thinking

Critical thinking is required for gathering and evaluating data, explaining and critiquing competing analysis, and determining the priority of information used to support a particular perspective.

As an example, in history courses students evaluate the causes of particular wars, explain and critique analysis from historians and determine the major causes according to information they have gathered.

iv. Problem Solving

Problem solving strategies are used to assess past and current human behavior and determine long and short term consequences.

As an example, students in Economics and Political Science are given scenarios to discuss in class and to determine the best course of action given the circumstances and the discipline's methodology for assessing conditions.

v. Information Literacy

Students research and read text books, primary and secondary resources, Internet sites, refereed journals, and magazines. They attend lectures and museum exhibits, visit historical sites, conduct interviews of participants and experts in the field.

Students become familiar with resources used by professionals in each discipline and learn how to find and assess them.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Our courses teach history, social science, ethnic studies, education, economics, cultural geography, and political science. All of our courses have components of written, oral and visual communications. Students research and write papers, taken written exams, read and research written material, give oral presentations, study maps, learn from and prepare PowerPoint presentations, visit museums and ethnic or historical art shows.

ii. Scientific and Quantitative Reasoning

Courses in cultural geography and economics address scientific and quantitative reasoning. All the Social Science courses address the methodology of the specific disciplines.

iii. Critical Thinking

All of our courses have components with critical thinking and our CORs speak to critical thinking for each course. The social sciences teach students to think like social scientists, which requires developing overarching ideas or assumptions and assessing data that relate to and support ideas and assumptions.

iv. Problem Solving

Evaluating data, making educated assumptions and analyzing various explanations for social science conditions requires problem solving in our field.

v. Information Literacy

The social sciences are heavily dependent upon literacy skills and student access to a

variety of information sources in all our courses. Students research, read and evaluate journals, newspapers, web sites, magazines, text books, fiction and non fiction sources, museum collections, and historical sites in our courses.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All of our courses include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

all

3. Assessment:

i. How often do you assess these SLOs?

All instructors assess student outcomes for every course as a part of the regular testing practices.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

We have tested the critical thinking SLO for history by assessing how students used resources to understand and evaluate the causes of the Civil War. We used rubrics to evaluate student essays and determine areas where added or alternative resources would provide a more complete understanding. In this example, students had difficulty relating specific events to particular theories and the rubrics gave us data to support adding lecture and written materials to shore up student understanding.

In political science, we conducted an in-class exercise in gerrymandering to illustrate the political issues involved in dividing up districts. We used overheads and handouts and students responded in groups to a scenario and then justified their recommended course of action.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

We continue to use student feedback on exams and in class presentations to improve teaching methods and the selection of resources.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We plan to develop a critical thinking exercise in political science. We will assess this through responses to an essay prompt. We will develop a common problem solving scenario for the History 118 course that can also be tested in the Ethnic Studies courses.

Student Learning Outcomes

Spanish-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

The Spanish Discipline at COM offers the first two years of lower division education to obtain an A.A. degree in Spanish from College of Marin.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students of Spanish will be able to read, write and communicate in the Spanish language as well as learn about cultural aspects of the Spanish speaking world.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written Spanish by successfully completing paragraph writing assignments for the level Spanish in which they are enrolled. Students demonstrate their ability in oral Spanish by successfully giving oral presentations in French.

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

Students consider learn about Spanish cultural topics that provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the Spanish language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to the Spanish speaking world for oral presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

All courses in the Spanish discipline address this outcome.

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

All courses in the Spanish discipline address this outcome.

iv. Problem Solving

All courses in the Spanish discipline address this outcome.

v. Information Literacy

All courses in the Spanish discipline address this outcome.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

75%

3. Assessment:

i. How often do you assess these SLOs?

100% on an informal basis.

Once every semester with quantitative surveys.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

All faculty in the Spanish discipline will include SLO's in course syllabi.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Will assess SLO's through tests, quizzes, written compositions, oral presentations, quantitative and qualitative surveys.

Student Learning Outcomes

Speech-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

AA in Speech

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Prepare and deliver an effective three to five minute speech, using Power Point.

Describe obstacles to successful interpersonal and/or intercultural communication

Listen actively and empathetically

Critically analyze speech environments

Succeed in a four-year Speech program

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are required to prepare and deliver speeches and group presentations for which they are evaluated and graded .

Students are required to write both "informal" reaction papers and logs and formal research papers

ii. Scientific and Quantitative Reasoning

This is not a major outcome, but students do regularly read and discuss studies that use statistical analyses.

iii. Critical Thinking

Students are required to write papers that demonstrate how they have integrated their knowledge of course concepts into their personal experiences.

iv. Problem Solving

Students take both objective and essay exams and quizzes to demonstrate their

knowledge and understanding of the course concepts.
Students are required to participate in classroom experiential activities that demonstrate their understanding of course concepts

v. Information Literacy

Students are required to use the classroom technology, and develop simple Power Point Presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Speech 110: Intro to Speech Communication

Speech 120: Interpersonal Communication

Speech 128: Intercultural Communication

Speech 132: Argument and Persuasion

Speech 141: Oral Interpretation of Literature

ii. Scientific and Quantitative Reasoning

None

iii. Critical Thinking

Speech 110: Intro to Speech Communication

Speech 120: Interpersonal Communication

Speech 128: Intercultural Communication

Speech 132: Argument and Persuasion

Speech 141: Oral Interpretation of Literature

iv. Problem Solving

Speech 110: Intro to Speech Communication

Speech 120: Interpersonal Communication

Speech 128: Intercultural Communication

Speech 132: Argument and Persuasion

Speech 141: Oral Interpretation of Literature

v. Information Literacy

Speech 110: Intro to Speech Communication

Speech 120: Interpersonal Communication

Speech 128: Intercultural Communication

Speech 132: Argument and Persuasion

Speech 141: Oral Interpretation of Literature

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes and yes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:

i. How often do you assess these SLOs?

Every year.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

We have collected surveys every semester.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student Learning Outcomes

Work-Experience-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

n/a

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

n/a

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

class pass rates

ii. Scientific and Quantitative Reasoning

n/a

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy**III. Course Level Outcomes:**

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?